


# Grade 4- JCPS Math Standards Curriculum Map

Weeks 1-6 Grading Period 1				
Standard	Standard Progression	Investigations Alignment Strength	Lessons	Teacher Notes
3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division of properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. Learning Target: I can fluently multiply and divide within 100.		2	<p><i>To address the KCAS Standards, the following should be included in instruction:</i></p> <p><b>Investigations</b> Unit 1 •1.1 - 1.5, 2.1 - 2.5, 3.1 - 3.4 •New Session 1.6A •Ten Minute Math: ✓ Today's Number ✓ Quick Images ✓ Counting Around the Class</p> <p><b>Gap Lessons: Click on the link below.</b>  <a href="#">Round to the Nearest Ten (4.NBT.3)</a>  <a href="#">Round to the Nearest Hundred (4.NBT.3)</a>  <a href="#">Number Mats A (4.NBT.3)</a>  <a href="#">Number Mats B (4.NBT.3)</a></p> <p>Unit 2 •1.1 -1.2 •Ten Minute Math ✓ Today's Number ✓ Broken Calculator</p>	<p>•<b>KCAS Note: 4.OA.4</b> When factoring numbers have students find <b>ALL</b> of the factor pairs for a given whole number.</p> <p>•<b>KCAS Note: 4.MD.4</b> Have students measure to the nearest 1/8 inch and create the appropriate line plot during Investigations Unit 2.</p> <p>•<b>KCAS Note: 4.NBT.3</b> Use the Number Mats A and B located in 4th Grade folder on JCPS Online.</p>
4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. Learning Target: I can explain why two different equations with the same numbers can be equal.	★	2		<h2>Unit Planning</h2>
4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Learning Target: I can explain why two different equations with the same numbers can be equal.	★	2		
4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	★	2		

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<b>4.OA.4</b> Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. Learning Targets: • I can explain the relationship between a factor and a multiple. • I can identify if a number 1-100 is a multiple of a single digit number. • I can identify if a number 1-100 is prime or composite. • I can find all the factor pairs of a whole number 1-100.	★	2		
<b>4.NBT.2</b> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. Learning Target: I can read, write, and compare multi-digit numbers in word, base-ten, standard form, expanded form.	★	2		
<b>4.NBT.3</b> Use place value understanding to round multi-digit whole numbers to any place. Learning Target: I can round multi-digit whole numbers to any place.	★	1		
<b>4.MD.4</b> Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	★	1		